

School Improvement Plan - PL221 Version - 2009-2012

June 4, 2009 13:40:45

Brownstown Elementary School (3129)

Brownstown Cnt Com Sch Corp

Brownstown, IN

This plan will be revised annually. Updates may be found each June at <http://www.asainstitute.org/publicsip>. The plan was developed with assistance from the:



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Table of Contents

- School Improvement Plan Introduction 3
- Reviewer Guide 4
- Who Wrote this School Improvement Plan? 5
- Vision Statement 6
- Academic Goals 7
- Areas of Concern 9
- Strategies 10
- Professional Development 12
- Relationship Report -- Areas of Concern / Strategies / Data Targets 16
- Force Field Excerpt 19
- To-Do List 20
- Continuous Improvement Timeline 41

School Improvement Plan Introduction

Brownstown Elementary School

This school improvement plan was developed using a vision-based and data-driven process called *Vision-to-Action* that was developed by the Indiana Student Achievement Institute. In addition to containing the strategies our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains strategies that meet the expectations of:

- Indiana Student Achievement Institute
- PL221
- Schools in Improvement (NCLB)

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

Those involved in developing this School Improvement Plan participated in a series of discussions related to the *Vision-to-Action* steps:

1. Establish a local culture of high expectations
2. Create a common vision for student success
3. Analyze achievement data and set realistic data targets for each of the next three years
4. Analyze force field data and identify concerns within the following areas.
 - Academic expectations
 - Curriculum content
 - Instructional practices
 - Classroom assessment
 - Extra help
 - Student guidance
 - Learning environment
5. Research strategies to address our concerns and select high-leverage strategies to implement
6. Develop a to-do list for each strategy

Using Data for Decision-Marking

The Vision-to-Action process relies heavily on data as a foundation for decision-making.

1. Achievement Data – To what degree are students prepared for success at the next educational level, and ultimately for success in postsecondary education and a global economy?
2. Force Field Data – What conditions in the school and community interfere with high student achievement?
3. Strategy Data – Is the strategy having the desired impact on adults and students?

Implementation Next Year

Our work next year will be guided by the to-do list that we have developed for each strategy. We will also maintain an Implementation Binder for each strategy that contains the following documents:

1. Strategy Plan
2. Evidence that the strategy was implemented
3. Progress reports (containing strategy evaluation data)

Questions about the School Improvement Plan should be directed to the building principal.

Reviewer Guide

Indiana Public Law 221

The following table directs the reviewer to the section of the School Improvement Plan PDF File that contains each component required by Indiana Public Law 221. An expanded copy of the School Improvement Plan containing the actual data used in the creation of this School Improvement Plan may be found at www.asainstitute.org/publicsip. During the implementation of this plan, the school will be able to present a "School Improvement Implementation" binder including documentation that the strategies described in this plan were implemented as planned.

PL221 REQUIREMENT		Required	Location in this Plan
1	Description and location of curriculum	✓	Force Field Excerpt *
	Titles and descriptions of assessment instruments to be used in addition to ISTEP+	✓	Force Field Excerpt *
2	Statement of mission, vision, or belief (suggested but not required)		Vision Statement
3	Summary of data derived from an assessment (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
4	Conclusions about the school curriculum, instructional strategies, and student achievement (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
	Conclusion - Parent involvement	✓	Strategy Summary (Strategy A)
	Conclusion - Technology as a learning tool	✓	Strategy Summary (Strategy B)
	Conclusion - Safe and discipline learning environment	✓	Strategy Summary (Strategy C)
	Conclusion – Professional development	✓	Professional Development
5	Goal – Attendance rate	✓	Strategy Summary (Strategy D)
	Goals - % meeting ISTEP Standards	✓	Academic Goals
	Goals - % graduating (high schools only)	✓	Academic Goals
6	Specific areas where improvement is needed immediately	✓	Academic Goals Areas of Concern Strategies
7	Benchmarks for progress	✓	Academic Goals
8	Academic Honors Diploma and Core 40 – course offerings	✓	Strategy Summary (Strategy E)
	Academic Honors Diploma and Core 40 – encouragement	✓	Strategy Summary (Strategy F)
9	Proposed interventions / strategies (suggested but not required)		Strategy Summary (All strategies)
10	Professional development that a) emphasizes improvement of student learning and performance, b) supports research-based, sustainable school improvement efforts, c) aligns with the core principles of professional development, includes methods to improve cultural competency.	✓	Professional Development
11	Statutes and rules to be waived	✓	Force Field Excerpt *
12	Three (3) year time line for implementation, review, and revision	✓	Continuous Improvement Timeline To-Do List
13	Exceptional Learners – Gifted **	✓	Strategy Summary (Strategy G1)
14	Exceptional Learners – Special Education **	✓	Strategy Summary (Strategy G2)

* The full Force Field Report may be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip

** In 2006 DOE began asking schools to report how they were addressing the needs of exceptional learners on the DOE School Improvement Plan Review and Revise Report. Therefore, InSAI requires schools to create strategies to meet the needs of "exceptional learners." DOE defines exceptional learners as both "gifted" and "special education" students.

Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan. The Steering Team facilitated discussions involving all teachers, all students, and community representatives including parents. Once these groups came to consensus on the Data Targets, Areas of Concern, and Strategies, strategy chairs and task forces were established to 1) develop a comprehensive implementation plan and 2) ensure that the plan is implemented next year.

Steering Team

- Shauni Brown - Parent/Guardian
- Tiffany Bruce - Teacher
- Rachel Fultz - Teacher
- Lora Hackman - Teacher
- Debbie Kowalik - Teacher
- Marsha Marshall - Teacher
- Tina McClure - Teacher
- Tom McCool - Administrator
- Jane Meadows - Teacher
- Jill Sommers - School Counselor
- Rich Swartwood - Community Representative (Business)

Strategy Chairs

- Tiffany Bruce
- Rachel Johnson
- Debbie Kowalik
- Marsha Marshall
- Anna Marie Martin
- Tina McClure
- Tom McCool

Community Council

- Arann Banks - American Red Cross
- Randy Bobb - Farmer
- Margo Brewer - homemaker
- Klent Brown - Veterinarian
- Dr. Gillespie - Veterinarian
- Doug Hanner
- Susan Horton - Student Teacher
- Marc Lahrman - Sheriff
- Marvin Maupin - Management Position at Sylvania
- Lindsey McKain - Teacher/Special Needs
- Michelle Owens - Youth Services Specialist
- Linda Pelfrey
- Jordyn Pendleton - High School Student
- Glen Pullen - Veterinarian
- Karyn Rumph - Bus Supervisor
- Mary Ann Spray
- Jim Weesner Jr. - Funeral Director
- Brian Wheeler - Management Position at Brownstown Electric

Vision Statement

The Vision Statement was developed by all teachers, all students, and members of the community. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve. The third part of the vision statement describes the ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

We believe all students deserve:

Enter core convictions here

to be treated equally and impartially in a safe environment. We believe all students deserve to be loved, praised, and respected. We believe all students deserve to feel a sense of belonging in their home, school, and community. We believe all students deserve caring, qualified teachers who are innovative in their teaching strategies. We believe all students deserve teachers who challenge them and have high expectations for their success in school. We believe all students deserve to have support staff in our school that are experts in their respective disciplines to provide additional knowledge to assist teachers, parents, and students. We believe all students deserve a classroom that is conducive to learning, with appropriate class size and noise level for optimum learning. We believe all students deserve a school that is structured and has consistent discipline and consequences. We believe all students deserve to possess the right tools to use to learn and be successful. We believe all students deserve to have parents who care and are involved and informed in the educational process. We believe all students deserve equal education with differentiated instruction at all academic levels. We believe all students deserve a community willing to invest in their educational future.

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions:

Enter behaviors and attitudes of adults living by core convictions here

All teachers, support staff, parents, and community members are committed to the students' success and recognize their own responsibility in the educational process. All adults will lead by example as positive role models. They will communicate this through interest and involvement in student learning by being positive, energetic, enthusiastic and having a sense of humor while providing an environment which is caring and nurturing. In this environment, students will be provided with their personal needs such as food, clothing, shelter, and basic health needs. All adults will be friendly, respectful, and empathetic. They will be good listeners and will provide positive reinforcement and treat all children equally. All adults will be excited and enthusiastic with a passion for life long learning. All adults will have high expectations and challenge all children, yet be realistic and flexible when necessary. All adults will be problem solvers and encourage children to also "think outside the box." All adults will inspire an educational environment that produces self-directed learners who are empowered to succeed in life.

In this environment where all adults are living by their core convictions, all students:

Enter attitudes, behaviors, and choices of students living in an environment in which adults live by core convictions

will be enthusiastic about school and excited and interested in what they are learning. Students will be rested, ready, and prepared for school. Students will be clean and dressed appropriately. Their homework will be complete and correct. They will be responsible, cooperative, attentive, and highly engaged. Students will have respect for themselves and others. They will feel important and know what they say matters. Students will be problem solvers and be able to apply what they have learned to real life situations. Students will be confident and self-motivated. They will be polite and considerate, displaying good manners towards others and obeying all school rules. Students will achieve and maintain good grades and attendance. Students will have hopes and dreams for the future and will become active, productive citizens in their community and the global society.

As a result of these efforts, our school's student achievement data is as follows:

- % of students who pass ISTEP math: 100%
- % of students who pass ISTEP English: 100%
- % of students who are reading at grade level: 100%
- % of students who are on grade level for math: 100%
- % of students who are writing at or above grade level: 100%
- % of students who are at or above grade level in all subject areas: 100%

Academic Goals

After analyzing longitudinal data that was disaggregated by the student groups identified in No Child Left Behind, teachers, students, parents, and community members identified achievement data targets for the next three years. These targets represent academic areas (subjects) which we wish to improve and specific groups of students we have targeted for improvement (e.g. 6th graders). Our vision data represents our "dream" for all students. The data targets listed below each school year represent realistic steps toward that dream.

4th Grade Students - % of students passing the ISTEP Science

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	77	77	75	79	70	81		83		85		100

All Students - % of students passing ISTEP Language Arts

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	80	80	76	82	74	84		86		88		100

All Students - % of students passing ISTEP Math

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	88	88	84	89	80	90		92		94		100

All Students - % of students passing the Literary Response and Analysis portion of the ISTEP Test

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	79	79	76	81	74	83		85		87		100

All Students - % of students passing writing portion of ISTEP test.

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	80		75		75	75		77		80		100

All Students (126 days) - ISTEP PL221 Category Placement Performance

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	84	84	80	86		88		90		92		100

Free/Reduced Students - % of students passing ISTEP Language Arts

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	68	68	63	70	60	75		77		79		100

Males - % of students passing ISTEP Language Arts

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	78	78	73	80	72	83		85		87		100

Special Education Students - % of students passing ISTEP Language Arts

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	50	50	34	52	36	54		56		58		100

Areas of Concern

Teachers, students, parents, and community members analyzed data in seven areas known to impact student achievement: 1) expectations, 2) curriculum content, 3) instructional practices, 4) classroom assessments, 5) extra help, 6) student guidance, and 7) the learning environment. We identified areas that we must address in order to reach our academic goals. Those areas are listed below as "Local Areas of Concern". Organizations outside of our school (e.g. the Indiana General Assembly) have identified areas of concern for all schools and have required schools to address those areas. These are listed below as "Required Areas of Concern." Each Area of Concern listed below is followed by the condition in our school or community that led us to believe that this is an Area of Concern.

Local Areas of Concern

Concern: Lack of time for teaching science.

Do the teachers have enough time to teach science because of the time constraints in the day? Do we give extra help/time in scienc? - 35% of 5th grade females don't think they are getting extra time on assignments. Are the textbooks too academic for the kids? Not enough "real life" science applications - 32% of community didn't know Students in K-5 don't know that we are teaching academic standards. _ 48% of our students in K-5.

Concern: No reading remediation after 1st grade.

Students need support/resource teacher beyond 1st grade. Students need extra time/help to be successful - 40% of parents disagree/don't know if their child is receiving extra help or extra time.

Concern: Parent Involvement

Concern: Safe and Disciplined Learning Environment

Concern: Attendance

Concern: Exceptional Learners - Special Education

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

Strategies

After identifying areas of concern, teachers, students, parents, and community members researched proven strategies and selected strategies that our school and/or community will implement to impact our areas of concern. Local strategies are those identified by our teachers, students, parents, and community to address our areas of concern. Required strategies meet various state and/or federal regulations.

Local Strategies

Daily Oral Science —

All teachers will use the Daily Oral Science program to explore and expose scientific principles at all grade levels.

Exceptional Learners - Special Education —

We will continue to follow the policies, of our school district, that have been developed for our special education students.

Parent Involvement —

We will hold a Back to School Celebration in conjunction with our Open House on Thursday, August 13, 2009 from 6 to 8 p.m. The information fair will take place in the B.E.S. gym with the purpose of informing parents of community organizations and services as well as providing opportunities for parent involvement and family support services. Teachers will be in their classrooms to meet their students and their families. Book rental and lunch money can be paid.

Reading Remediation —

An after school program in grades 3, 4 and 5 which will remediate these students in language arts. This strategy will take place from 3-4:00 after school on Tuesdays and Thursdays in January 2010.

Safe and Disciplined Learning Environment —

This incentive program will encourage students in 1-5 to exhibit good behavior. This is exemplified by students who do not earn a detention in the nine-week period of time.

Title One/Resource Room —

This classroom will support reviewed learning and skill building activities for the first grade classroom - Title One/Resource Room. Students will be identified for this classroom by teacher recommendation. A teacher and the needed funding to run a successful transition room will support this classroom. The Title One/Resource classroom will take place during the regular school day and will be located in the first grade area.

Required Strategies

A. Parent Involvement: Jump Start to School Success —

Jump Start to School Success is a two-week Kindergarten program that will begin August 3, 2009. During the morning program, licensed, experienced teachers will focus on developing school readiness skills (separation from parent, following directions, classroom behavior, etc.) and basic skills (counting, colors, shapes, letters, etc.). The program will provide social interaction for both children and their parents and will introduce the Kindergarten structure, assisting in the transition to the full-day instruction. Jump Start to School Success also provides an opportunity to introduce and promote "Family Literacy." One morning each week, parents and siblings will be encouraged to join their children in activities designed to improve both child and adult literacy.

F. Encourage Rigorous Curriculum: Increase students' problem solving skills in grades 3, 4 and 5. —

The teachers in grades 3, 4, and 5 will receive training on how to improve instruction in mathematical problem solving. Mrs. Kay Davidson, Staff Development Consultant, will conduct her workshop at Brownstown Elementary on November 3, 2009.

I. Focused Academic Area: Language Arts —

All the staff at Brownstown Elementary will receive training in the Simple Six Writing process. We will bring in Mrs. Kay Davidson, staff development consultant for the Simple Six Writing Process. All staff members will have the training on April 17, 2009 and we will have another in-service for all staff on November 6, 2009.

N. Parent Notice - School in Improvement —

All parents of students in grades kindergarten through 4th grade will receive a letter containing important information about why Brownstown Elementary is in school improvement. The letter will also contain information about school choice and free tutoring. Mrs. Zabel and Mr. McCool will mail out the letters on June 5, 2009 and the parents will have to notify the school if they want to transfer to Freetown Elementary by June 19, 2009.

O. Extended Learning Activities —

Students that stay at Brownstown Elementary are eligible for free reading and math tutoring. The students are eligible if they receive free/reduced price lunch and if they did not pass the ISTEP+ test. The tutoring will occur after school or on the weekends at Brownstown Elementary. The providers of the tutoring will be picked in the fall from a list developed by the Indiana Department of Education.

P. Teacher Mentoring Program: Monthly Study Groups with all grade levels (K-5) —

All the grade levels will have monthly study group meetings through out the school year to discuss two different books by Barbara R. Blackburn. Kindergarten and 5th teachers will be reading the book entitled Classroom Instruction from A to Z - How to promote student learning and 1st, 2nd, 3rd and 4th grades will be reading Classroom Motivation from A to Z - How to engage your students in learning. The books are set up in way to encourage each teacher to incorporate "best practices" in their classrooms. For each of the 26 chapters in each book the author uses a series of three activities that will help each teacher reflect on their current practices. The three activities are: Assess where you are right now, Consider trying something new and Take away a valuable idea.

U. Focused Student Group: Special Need Students —

We will be monitoring the special need students' progress in writing throughout the next school year. The special need teachers will be turning in their students' writing scores into the school office every 4 weeks.

V. Peer Review for SIP —

Freetown Elementary will do a "Peer review" of our school improvement plan during the first week of June, 2009. The faculty will state that the plan meets the NCLB requirements for school improvement and includes the ten statutory components.

Professional Development

Alignment with the School Improvement Plan: The Professional Development Plan is directly aligned with strategies found in the School Improvement Plan. Professional development activities enhance educator's knowledge within one or more of the following areas: a) expectations, b) curriculum content, c) classroom instruction, d) classroom assessment, e) extra help, f) guidance, and g) the learning environment. The amount of funding allocated for each professional development activity and the funding source is listed for each professional development activity.

Effective Learning Process: The Professional Development Plan was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the strategies listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate. The plan also includes activities designed to provide teachers with feedback over time. Finally, "strategy data" is collected for comprehensive strategies that identifies the degree to which the strategy has brought about a positive changes in adult practices.

Professional Growth Environment: Each strategy is supported by a "strategy chair." Strategy chairs are responsible for 1) writing (with support from colleagues) a strategy plan including on-going professional development activities, anti-resistance, and evaluation activities, 2) providing on-going mentoring their colleagues in the implementation of the strategy, 3) analyzing the effectiveness of the strategy, and 4) making a recommendation to the faculty with respect to whether or not the strategy should be sustained.

Daily Oral Science

Professional Development Activity	Funding	Activity Purpose
<i>Booking programs to support the teaching of Daily Oral Science.</i>	Source: P.L. 221 Funds Amount: \$1050.00	Information Refinement
Brief Description	Intended Participants	Activity Format
Mr. Molecule will be presenting to our students and staff in October. Wonderlab will be presenting mini-experiments to our teachers in November and Department of Natural Resources will be doing a short presentation to our teachers in January of 2010.	Teachers Administrators Students	Presentation/Workshop

Parent Involvement

Professional Development Activity	Funding	Activity Purpose
N/A	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format

Reading Remediation

Professional Development Activity	Funding	Activity Purpose
<i>ISTEP Review</i>	Source: P.L.221 Amount: \$250.00	Feedback/Support
Brief Description	Intended Participants	Activity Format
Teachers in 3rd, 4th and 5th grades will be meeting in the fall and reviewing the results of the spring ISTEP test. They will be determining which students will receive remediation for the next ISTEP test.	Teachers	Action Research

Safe and Disciplined Learning Environment

Professional Development Activity	Funding	Activity Purpose
<i>Provide information with staff</i>	Source: N/A Amount: \$0	Information
Brief Description	Intended Participants	Activity Format
Mrs. Johnson will meet with all teachers from 3:10 to 3:30. She will discuss/share information about rewards for the next school year.	Teachers	Talk to

A. Parent Involvement: Jump Start to School Success

No professional development activities have been entered on [this strategy's plan](#).

If none is needed, please indicate so by checking the box on the [Professional Development Summary Entry](#).

F. Encourage Rigorous Curriculum: Increase students' problem solving skills in grades 3, 4 and 5.

Professional Development Activity	Funding	Activity Purpose
<i>Teachers will have time as a grade level to collaborate on things learned using the problem solving</i>	Source: P.L. 221 Amount: \$600.	Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers in all grades will have time to collaborate and discuss how they can improve student's problem solving skills.	Teachers	Study Group Networking/Site Visit

Professional Development Activity	Funding	Activity Purpose
<i>Presentation with Kay Davidson dealing with how to improve classroom instruction in problem solving</i>	Source: P.L. 221 Amount: \$2000.	Information Skill Building
Brief Description	Intended Participants	Activity Format
Teachers will leave the workshop knowing how to help their students solve ISTEP Applied Skills math problems.	Teachers	Presentation/Workshop

I. Focused Academic Area: Language Arts

Professional Development Activity	Funding	Activity Purpose
<i>Training with Kay Davidson -Simple Six</i>	Source: P.L. 221 Amount: \$2,000.	Skill Building Refinement
Brief Description	Intended Participants	Activity Format
This training is a follow up training and will allow our teachers enough time to see if their students are improving in their writings.	Teachers	Talk to Collaborative Problem Solving

N. Parent Notice - School in Improvement

No professional development activities have been entered on [this strategy's plan](#).

If none is needed, please indicate so by checking the box on the [Professional Development Summary Entry](#).

O. Extended Learning Activities

No professional development activities have been entered on [this strategy's plan](#).

If none is needed, please indicate so by checking the box on the [Professional Development Summary Entry](#).

P. Teacher Mentoring Program: Monthly Study Groups with all grade levels (K-5)

Professional Development Activity	Funding	Activity Purpose
<i>Study Groups for Classroom Motivation and Classroom Instruction books</i>	Source: Title One Professional Development Funds Amount: \$2,500.00	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
All the teachers in grades K-5 will meet one time a month for a study group to discuss Classroom Instruction from A to Z and Classroom Motivation from A to Z. During the study group time the teachers will assess where they are right now, consider trying something new in their classroom and also take away a valuable idea to use in thier classroom.	Teachers Administrators	Study Group Professional Reading

U. Focused Student Group: Special Need Students

Professional Development Activity	Funding	Activity Purpose
<i>Training with Kay Davidson - Simple Six</i>	Source: P.L. 221 Amount: \$1,800.00	Information Refinement
Brief Description	Intended Participants	Activity Format
Teachers will have workshop with Kay Davidson and receive training on how to improve students' writing scores.	Teachers	

Professional Development Activity	Funding	Activity Purpose
<i>Meeting with Teachers in Grades 3, 4 and 5 to discuss the writing scores of their special education</i>	Source: School Improvement Funds Amount: \$600.00	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
Teachers will discuss on how their special need students are progressing in the writing process.	Teachers	Action Research

V. Peer Review for SIP

No professional development activities have been entered on [this strategy's plan](#).

If none is needed, please indicate so by checking the box on the [Professional Development Summary Entry](#).

Relationship Report -- Areas of Concern / Strategies / Data Targets

Former Areas of Concern Summary

This report shows the relationship between the Areas of Concern, Strategies, and Data Targets. This report shows the following for each area of concern: 1) the achievement area(s) that are being negatively impacted by the concern and 2) the strategies we will implement to eliminate the concern. Basically, when we implement the strategies, the areas of concern should disappear. Once the areas of concern are gone, achievement should increase.

Local Areas of Concern

Concern: Lack of time for teaching science.

Data Targets Influenced by This Concern:

- 4th Grade Students -- % of students passing the ISTEP Science
- All Students -- % of students passing ISTEP Math
- All Students -- % of students passing writing portion of ISTEP test.

Strategies to Impact This Concern:

- Daily Oral Science

Concern: No reading remediation after 1st grade.

Data Targets Influenced by This Concern:

- All Students -- % of students passing ISTEP Language Arts
- All Students -- % of students passing the Literary Response and Analysis portion of the ISTEP Test

Strategies to Impact This Concern:

- Reading Remediation
- Title One/Resource Room

Concern: Parent Involvement

Data Targets Influenced by This Concern:

- All Students -- % of students passing ISTEP Language Arts
- All Students -- % of students passing the Literary Response and Analysis portion of the ISTEP Test

Strategies to Impact This Concern:

- Parent Involvement
- A. Parent Involvement: Jump Start to School Success

Concern: Safe and Disciplined Learning Environment

Data Targets Influenced by This Concern:

- Males -- % of students passing ISTEP Language Arts

Strategies to Impact This Concern:

- Safe and Disciplined Learning Environment

Concern: Attendance

Data Targets Influenced by This Concern:

- Special Education Students -- % of students passing ISTEP Language Arts

Strategies to Impact This Concern:

Concern: Exceptional Learners - Special Education

Data Targets Influenced by This Concern:

- Special Education Students -- % of students passing ISTEP Language Arts

Strategies to Impact This Concern:

- Exceptional Learners - Special Education

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- All Students -- % of students passing ISTEP Language Arts
- All Students -- % of students passing the Literary Response and Analysis portion of the ISTEP Test
- All Students -- % of students passing writing portion of ISTEP test.
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:

- Daily Oral Science
- Reading Remediation
- F. Encourage Rigorous Curriculum: Increase students' problem solving skills in grades 3, 4 and 5.
- N. Parent Notice - School in Improvement

I. Focused Academic Area (PL221, NCLB)

Data Targets Influenced by This Concern:

- All Students -- % of students passing writing portion of ISTEP test.
- Free/Reduced Students -- % of students passing ISTEP Language Arts

Strategies to Impact This Concern:

- Exceptional Learners - Special Education
- Title One/Resource Room
- I. Focused Academic Area: Language Arts
- V. Peer Review for SIP
- P. Teacher Mentoring Program: Monthly Study Groups with all grade levels (K-5)

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- Free/Reduced Students -- % of students passing ISTEP Language Arts

Strategies to Impact This Concern:

- Daily Oral Science
- Reading Remediation
- Safe and Disciplined Learning Environment
- O. Extended Learning Activities
- U. Focused Student Group: Special Need Students

Force Field Excerpt

The Force Field reports are lengthy reports analyzed by the teachers, students, parents, and community members to help identify the areas of concern. The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet the requirements of Indiana Public Law 221.

Description and location of curriculum:	A copy of our school's curriculum is located in our school's office.	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	STAR Reading is a norm-referenced test that uses computer-adaptive technology that adjusts the difficulty of each question based on the studentsâ previous answers. It tests reading comprehension. STAR Math is a reliable, valid, and efficient achievement-level progress-monitoring assessment of general math achievement.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	None	Force Field Report G: Environment Additional Data #2

To-Do List

This to-do list includes implementation, professional development, anti-resistance, and evaluation action steps for each strategy and will serve as a road map as we implement our School Improvement Plan.

Report by strategy. Showing completed and yet-to-be-completed action steps.

Daily Oral Science

✓ **Apr 6, 2009:** Distribute Questionnaires

Person: M. Marshall

Activity: Collect baseline data

May 4, 2009: Distribute Questionnaires

Person: M. Marshall

Activity: Collect baseline data

Aug 18, 2009: Having the Grandmother helpers in Kindergarten and First grade to read and tape the Daily Oral Science Activity

Person: Grandmothers in K and first grade

Activity: For teachers thinking that the material was too difficult for the students' reading level

Aug 21, 2009: Pass out surveys

Person: Ms. Marshall

Activity: Collect Data of teachers using Daily Oral Science

Oct 6, 2009: Science Wizard

Person: T. McCool

Activity: Booking programs to support the teaching of Daily Oral Science.

Oct 6, 2009: Distribute Questionnaires

Person: M. Marshall

Activity: Collect first semester/trimester follow up data

Oct 23, 2009: Pass out surveys

Person: Ms. Marshall

Activity: Collect Data of teachers using Daily Oral Science

Nov 10, 2009: WonderLab of Bloomington

Person: M. Marshall

Activity: Booking programs to support the teaching of Daily Oral Science.

Dec 25, 2009: Pass out surveys

Person: Ms. Marshall

Activity: Collect Data of teachers using Daily Oral Science

Jan 10, 2010: Department of Natural Resources

Person: L. Lewis

Activity: Booking programs to support the teaching of Daily Oral Science.

Feb 26, 2010: Pass out surveys

Person: Ms. Marshall

Activity: Collect Data of teachers using Daily Oral Science

Apr 6, 2010: Distribute Questionnaires

Person: M. Marshall

Activity: Collect final semester/trimester follow up data

Apr 30, 2010: Pass out surveys

Person: Ms. Marshall

Activity: Collect Data of teachers using Daily Oral Science

Encourage Rigorous Curriculum

- ✓ **Apr 21, 2009:** Booking Kay Davidson for November 5th
Person: Tom McCool
Activity: Getting Kay Davidson to Present - Show Your Work - Strategies for students to Problem Solve

- Aug 17, 2009:** Getting substitute teachers for November 5th
Person: Tom McCool
Activity: Getting Kay Davidson to Present - Show Your Work - Strategies for students to Problem Solve

- Sep 6, 2009:** Arrange for substitute teachers for inservice on November 3, 2009
Person: Tom McCool
Activity: Presentation with Kay Davidson dealing with how to improve classroom instruction in problem solving

- Nov 3, 2009:** Book Kay Davidson for presentation
Person: Tom McCool
Activity: Presentation with Kay Davidson dealing with how to improve classroom instruction in problem solving

- Mar 15, 2010:** Getting Substitute teachers for grade levels to collaborate
Person: Tom McCool
Activity: Teachers will have time as a grade level to collaborate on things learned using the problem solving

Extended Learning Activities

- Apr 30, 2009:** Develop School Improvement letter and get approved by Title One
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

- Jun 5, 2009:** Mail out school improvement letters and keep documentation of mailing
Person: Judy Zabel
Activity: Arrange for tutoring to take place at Brownstown Elementary

- Aug 4, 2009:** Get list of approved providers
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

- Aug 5, 2009:** Talk to parents interested in tutoring for thier children
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

- Aug 10, 2009:** Approve contracts with providers of the tutoring
Person: Roger Bane
Activity: Arrange for tutoring to take place at Brownstown Elementary

- Aug 14, 2009:** We will make friendly phone calls to encourage the parents
Person: Jill Sommers
Activity: Staff will need to encourage parents to take advantage of this great opportunity for thier child

- Aug 15, 2009:** Set up times for the tutoring through out school the school year
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

- Aug 20, 2009:** Will invite parents into school to talk to representatives of tutoring providers
Person: Tom McCool
Activity: Staff will need to encourage parents to take advantage of this great opportunity for thier child

Aug 25, 2009: Will make home visits to encourage parents

Person: Classroom teachers/Tom McCool/Jill Sommers

Activity: Staff will need to encourage parents to take advantage of this great opportunity for their child

Sep 1, 2009: Tutoring will be offered to students on Tuesdays from 3:00 to 4:00 PM through out the school year. The tutoring classes will take place in room 5C. (Tba)

Person: Tom McCool

Activity: Arrange for tutoring to take place at Brownstown Elementary

Sep 3, 2009: Tutoring will be offered to students on Thursdays from 3:00 to 4:00 PM through out the school year. The classes will take place in room 5C.(Tba)

Person: Tom McCool

Activity: Arrange for tutoring to take place at Brownstown Elementary

Sep 5, 2009: Saturday classes will also be offered through out the school year. Tutoring will take place in room 5C.(Tba)

Person: Tom McCool

Activity: Arrange for tutoring to take place at Brownstown Elementary

Sep 8, 2009: Tutoring will be offered to students on Tuesdays from 3:00 to 4:00 PM through out the school year. The tutoring classes will take place in room 5C. (Tba)

Person: Tom McCool

Activity: Arrange for tutoring to take place at Brownstown Elementary

Sep 10, 2009: Tutoring will be offered to students on Thursdays from 3:00 to 4:00 PM through out the school year. The classes will take place in room 5C.(Tba)

Person: Tom McCool

Activity: Arrange for tutoring to take place at Brownstown Elementary

Sep 12, 2009: Saturday classes will also be offered through out the school year. Tutoring will take place in room 5C.(Tba)

Person: Tom McCool

Activity: Arrange for tutoring to take place at Brownstown Elementary

Sep 15, 2009: Tutoring will be offered to students on Tuesdays from 3:00 to 4:00 PM through out the school year. The tutoring classes will take place in room 5C. (Tba)

Person: Tom McCool

Activity: Arrange for tutoring to take place at Brownstown Elementary

Sep 17, 2009: Tutoring will be offered to students on Thursdays from 3:00 to 4:00 PM through out the school year. The classes will take place in room 5C.(Tba)

Person: Tom McCool

Activity: Arrange for tutoring to take place at Brownstown Elementary

Sep 19, 2009: Saturday classes will also be offered through out the school year. Tutoring will take place in room 5C.(Tba)

Person: Tom McCool

Activity: Arrange for tutoring to take place at Brownstown Elementary

Sep 22, 2009: Tutoring will be offered to students on Tuesdays from 3:00 to 4:00 PM through out the school year. The tutoring classes will take place in room 5C. (Tba)

Person: Tom McCool

Activity: Arrange for tutoring to take place at Brownstown Elementary

Sep 24, 2009: Tutoring will be offered to students on Thursdays from 3:00 to 4:00 PM through out the school year. The classes will take place in room 5C.(Tba)

Person: Tom McCool

Activity: Arrange for tutoring to take place at Brownstown Elementary

Sep 26, 2009: Saturday classes will also be offered through out the school year. Tutoring will take place in room 5C.(Tba)

Person: Tom McCool

Activity: Arrange for tutoring to take place at Brownstown Elementary

- Sep 29, 2009:** Tutoring will be offered to students on Tuesdays from 3:00 to 4:00 PM through out the school year. The tutoring classes will take place in room 5C. (Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary
- Oct 1, 2009:** Tutoring will be offered to students on Thursdays from 3:00 to 4:00 PM through out the school year. The classes will take place in room 5C.(Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary
- Oct 3, 2009:** Saturday classes will also be offered through out the school year. Tutoring will take place in room 5C.(Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary
- Oct 6, 2009:** Tutoring will be offered to students on Tuesdays from 3:00 to 4:00 PM through out the school year. The tutoring classes will take place in room 5C. (Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary
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- Oct 10, 2009:** Saturday classes will also be offered through out the school year. Tutoring will take place in room 5C.(Tba)
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Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary
- Oct 24, 2009:** Saturday classes will also be offered through out the school year. Tutoring will take place in room 5C.(Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary
- Oct 27, 2009:** Tutoring will be offered to students on Tuesdays from 3:00 to 4:00 PM through out the school year. The tutoring classes will take place in room 5C. (Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

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Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Oct 31, 2009: Saturday classes will also be offered through out the school year. Tutoring will take place in room 5C.(Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Nov 3, 2009: Tutoring will be offered to students on Tuesdays from 3:00 to 4:00 PM through out the school year. The tutoring classes will take place in room 5C. (Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Nov 5, 2009: Tutoring will be offered to students on Thursdays from 3:00 to 4:00 PM through out the school year. The classes will take place in room 5C.(Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Nov 7, 2009: Saturday classes will also be offered through out the school year. Tutoring will take place in room 5C.(Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Nov 10, 2009: Tutoring will be offered to students on Tuesdays from 3:00 to 4:00 PM through out the school year. The tutoring classes will take place in room 5C. (Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Nov 12, 2009: Tutoring will be offered to students on Thursdays from 3:00 to 4:00 PM through out the school year. The classes will take place in room 5C.(Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Nov 14, 2009: Saturday classes will also be offered through out the school year. Tutoring will take place in room 5C.(Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Nov 17, 2009: Tutoring will be offered to students on Tuesdays from 3:00 to 4:00 PM through out the school year. The tutoring classes will take place in room 5C. (Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Nov 19, 2009: Tutoring will be offered to students on Thursdays from 3:00 to 4:00 PM through out the school year. The classes will take place in room 5C.(Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Nov 21, 2009: Saturday classes will also be offered through out the school year. Tutoring will take place in room 5C.(Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Nov 24, 2009: Tutoring will be offered to students on Tuesdays from 3:00 to 4:00 PM through out the school year. The tutoring classes will take place in room 5C. (Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Nov 26, 2009: Tutoring will be offered to students on Thursdays from 3:00 to 4:00 PM through out the school year. The classes will take place in room 5C.(Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Nov 28, 2009: Saturday classes will also be offered through out the school year. Tutoring will take place in room 5C.(Tba)

Person: Tom McCool

Activity: Arrange for tutoring to take place at Brownstown Elementary

Dec 1, 2009: Tutoring will be offered to students on Tuesdays from 3:00 to 4:00 PM through out the school year. The tutoring classes will take place in room 5C. (Tba)

Person: Tom McCool

Activity: Arrange for tutoring to take place at Brownstown Elementary

Dec 3, 2009: Tutoring will be offered to students on Thursdays from 3:00 to 4:00 PM through out the school year. The classes will take place in room 5C.(Tba)

Person: Tom McCool

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Person: Tom McCool

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Dec 8, 2009: Tutoring will be offered to students on Tuesdays from 3:00 to 4:00 PM through out the school year. The tutoring classes will take place in room 5C. (Tba)

Person: Tom McCool

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Person: Tom McCool

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Person: Tom McCool

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Person: Tom McCool

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Person: Tom McCool

Activity: Arrange for tutoring to take place at Brownstown Elementary

Dec 22, 2009: Tutoring will be offered to students on Tuesdays from 3:00 to 4:00 PM through out the school year. The tutoring classes will take place in room 5C. (Tba)

Person: Tom McCool

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Person: Tom McCool

Activity: Arrange for tutoring to take place at Brownstown Elementary

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Person: Tom McCool
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Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Jan 2, 2010: Saturday classes will also be offered through out the school year. Tutoring will take place in room 5C.(Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Jan 5, 2010: Tutoring will be offered to students on Tuesdays from 3:00 to 4:00 PM through out the school year. The tutoring classes will take place in room 5C. (Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Jan 7, 2010: Tutoring will be offered to students on Thursdays from 3:00 to 4:00 PM through out the school year. The classes will take place in room 5C.(Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Jan 9, 2010: Saturday classes will also be offered through out the school year. Tutoring will take place in room 5C.(Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Jan 12, 2010: Tutoring will be offered to students on Tuesdays from 3:00 to 4:00 PM through out the school year. The tutoring classes will take place in room 5C. (Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Jan 14, 2010: Tutoring will be offered to students on Thursdays from 3:00 to 4:00 PM through out the school year. The classes will take place in room 5C.(Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Jan 16, 2010: Saturday classes will also be offered through out the school year. Tutoring will take place in room 5C.(Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Jan 19, 2010: Tutoring will be offered to students on Tuesdays from 3:00 to 4:00 PM through out the school year. The tutoring classes will take place in room 5C. (Tba)
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Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Jan 23, 2010: Saturday classes will also be offered through out the school year. Tutoring will take place in room 5C.(Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Jan 26, 2010: Tutoring will be offered to students on Tuesdays from 3:00 to 4:00 PM through out the school year. The tutoring classes will take place in room 5C. (Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Jan 28, 2010: Tutoring will be offered to students on Thursdays from 3:00 to 4:00 PM through out the school year. The classes will take place in room 5C.(Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Jan 30, 2010: Saturday classes will also be offered through out the school year. Tutoring will take place in room 5C.(Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Feb 2, 2010: Tutoring will be offered to students on Tuesdays from 3:00 to 4:00 PM through out the school year. The tutoring classes will take place in room 5C. (Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Feb 4, 2010: Tutoring will be offered to students on Thursdays from 3:00 to 4:00 PM through out the school year. The classes will take place in room 5C.(Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Feb 6, 2010: Saturday classes will also be offered through out the school year. Tutoring will take place in room 5C.(Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Feb 9, 2010: Tutoring will be offered to students on Tuesdays from 3:00 to 4:00 PM through out the school year. The tutoring classes will take place in room 5C. (Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Feb 11, 2010: Tutoring will be offered to students on Thursdays from 3:00 to 4:00 PM through out the school year. The classes will take place in room 5C.(Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Feb 13, 2010: Saturday classes will also be offered through out the school year. Tutoring will take place in room 5C.(Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Feb 16, 2010: Tutoring will be offered to students on Tuesdays from 3:00 to 4:00 PM through out the school year. The tutoring classes will take place in room 5C. (Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Feb 18, 2010: Tutoring will be offered to students on Thursdays from 3:00 to 4:00 PM through out the school year. The classes will take place in room 5C.(Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Feb 20, 2010: Saturday classes will also be offered through out the school year. Tutoring will take place in room 5C.(Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Feb 23, 2010: Tutoring will be offered to students on Tuesdays from 3:00 to 4:00 PM through out the school year. The tutoring classes will take place in room 5C. (Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Feb 25, 2010: Tutoring will be offered to students on Thursdays from 3:00 to 4:00 PM through out the school year. The classes will take place in room 5C.(Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Feb 27, 2010: Saturday classes will also be offered through out the school year. Tutoring will take place in room 5C.(Tba)

Person: Tom McCool

Activity: Arrange for tutoring to take place at Brownstown Elementary

Mar 2, 2010: Tutoring will be offered to students on Tuesdays from 3:00 to 4:00 PM through out the school year. The tutoring classes will take place in room 5C. (Tba)

Person: Tom McCool

Activity: Arrange for tutoring to take place at Brownstown Elementary

Mar 4, 2010: Tutoring will be offered to students on Thursdays from 3:00 to 4:00 PM through out the school year. The classes will take place in room 5C.(Tba)

Person: Tom McCool

Activity: Arrange for tutoring to take place at Brownstown Elementary

Mar 6, 2010: Saturday classes will also be offered through out the school year. Tutoring will take place in room 5C.(Tba)

Person: Tom McCool

Activity: Arrange for tutoring to take place at Brownstown Elementary

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Mar 30, 2010: Tutoring will be offered to students on Tuesdays from 3:00 to 4:00 PM through out the school year. The tutoring classes will take place in room 5C. (Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Apr 1, 2010: Tutoring will be offered to students on Thursdays from 3:00 to 4:00 PM through out the school year. The classes will take place in room 5C.(Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Apr 3, 2010: Saturday classes will also be offered through out the school year. Tutoring will take place in room 5C.(Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Apr 6, 2010: Tutoring will be offered to students on Tuesdays from 3:00 to 4:00 PM through out the school year. The tutoring classes will take place in room 5C. (Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Apr 8, 2010: Tutoring will be offered to students on Thursdays from 3:00 to 4:00 PM through out the school year. The classes will take place in room 5C.(Tba)
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Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

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Person: Tom McCool
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Person: Tom McCool
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Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Apr 29, 2010: Tutoring will be offered to students on Thursdays from 3:00 to 4:00 PM through out the school year. The classes will take place in room 5C.(Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

May 1, 2010: Saturday classes will also be offered through out the school year. Tutoring will take place in room 5C.(Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

May 4, 2010: Tutoring will be offered to students on Tuesdays from 3:00 to 4:00 PM through out the school year. The tutoring classes will take place in room 5C. (Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

May 6, 2010: Tutoring will be offered to students on Thursdays from 3:00 to 4:00 PM through out the school year. The classes will take place in room 5C.(Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

May 8, 2010: Saturday classes will also be offered through out the school year. Tutoring will take place in room 5C.(Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

May 11, 2010: Tutoring will be offered to students on Tuesdays from 3:00 to 4:00 PM through out the school year. The tutoring classes will take place in room 5C. (Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

May 13, 2010: Tutoring will be offered to students on Thursdays from 3:00 to 4:00 PM through out the school year. The classes will take place in room 5C.(Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

May 15, 2010: Saturday classes will also be offered through out the school year. Tutoring will take place in room 5C.(Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

May 18, 2010: Tutoring will be offered to students on Tuesdays from 3:00 to 4:00 PM through out the school year. The tutoring classes will take place in room 5C. (Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

May 20, 2010: Tutoring will be offered to students on Thursdays from 3:00 to 4:00 PM through out the school year. The classes will take place in room 5C.(Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

May 22, 2010: Saturday classes will also be offered through out the school year. Tutoring will take place in room 5C.(Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

May 25, 2010: Tutoring will be offered to students on Tuesdays from 3:00 to 4:00 PM through out the school year. The tutoring classes will take place in room 5C. (Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

May 27, 2010: Tutoring will be offered to students on Thursdays from 3:00 to 4:00 PM through out the school year. The classes will take place in room 5C.(Tba)
Person: Tom McCool
Activity: Arrange for tutoring to take place at Brownstown Elementary

Focused Academic Area

Apr 17, 2009: Book Kay Davidson for April 17, 2009
Person: Tom McCool
Activity: Training with Kay Davidson -Simple Six

Nov 5, 2009: Book Kay Davidson for November 5, 2009
Person: Tom McCool
Activity: Training with Kay Davidson -Simple Six

Focused Student Group

Mar 10, 2009: Book Kay Davidson for April 17th
Person: Tom McCool
Activity: Teachers will be given training with the "Simple Six Writing" by Kay Davidson

Mar 14, 2009: Getting substitute teachers for April 17th
Person: Tom McCool
Activity: Teachers will be given training with the "Simple Six Writing" by Kay Davidson

Mar 14, 2009: Getting substitute teachers for teachers
Person: Tom McCool
Activity: Training with Kay Davidson - Simple Six

Apr 17, 2009: Book Kay Davidson for Training
Person: Tom McCool
Activity: Training with Kay Davidson - Simple Six

Aug 17, 2009: Collect writing scores from Special Need teachers
Person: Debbie Kowalik
Activity: Meeting with Teachers in Grades 3, 4 and 5 to discuss the writing scores of their special education

Parent Involvement

Apr 22, 2009: Finalize information fair participants
Person: committee
Activity: Finalize Plans

Apr 24, 2009: collect baseline data
Person: Tina McClure
Activity: Collect baseline data

Apr 30, 2009: Print Save the Date letter
Person: Sue Cobb
Activity: Develop materials

Apr 30, 2009: Contact information fair participants
Person: committee
Activity: Make necessary contacts

May 1, 2009: Type first semester expectations parent survey
Person: All teachers
Activity: Develop materials

May 1, 2009: Type first semester grade level expectations
Person: All teachers working together in their grade level
Activity: Develop materials

May 1, 2009: Print volunteer letter w. info for them
Person: Elly Wischmeier
Activity: Secure volunteers

May 5, 2009: Generate power standards for kindergarten readiness program
Person: Janice Read
Activity: Develop Jump Start Kindergarten Program

May 8, 2009: Run save the date letter on back of school newsletter
Person: Judy Zabel
Activity: Advertisement

May 13, 2009: Send sign up sheet around
Person: Tina McClure
Activity: Secure volunteers

May 15, 2009: Information on KIDS TV
Person: Kim Isaacs
Activity: Advertisement

May 15, 2009: Run save the date letter on back of school newsletter
Person: Judy Zabel
Activity: Advertisement

May 15, 2009: Print ad for newspaper/radio
Person: Jessica Fritz
Activity: Develop materials

May 15, 2009: Send volunteer letters
Person: committee
Activity: Secure volunteers

May 22, 2009: Information on KIDS TV
Person: Kim Isaacs
Activity: Advertisement

May 22, 2009: Run save the date letter on back of school newsletter
Person: Judy Zabel
Activity: Advertisement

May 22, 2009: Make posters for building
Person: Tina McClure
Activity: Prepare building for event

May 22, 2009: Schedule volunteers and distribute schedule
Person: Tina McClure
Activity: Secure volunteers

May 28, 2009: Hire teachers and instructional assistants for program
Person: Janice Read
Activity: Develop Jump Start Kindergarten Program

May 29, 2009: Information on KIDS TV
Person: Kim Isaacs
Activity: Advertisement

May 29, 2009: Run save the date letter on back of school newsletter
Person: Judy Zabel
Activity: Advertisement

Jun 17, 2009: Assign children to program and get parent's permission to be in Kindergarten Jump Start Program
Person: Tom McCool
Activity: Develop Jump Start Kindergarten Program

Jun 17, 2009: Order supplies for program
Person: Tom McCool
Activity: Develop Jump Start Kindergarten Program

Jul 24, 2009: Send reminders to all families
Person: Judy Zabel
Activity: Advertisement

Jul 24, 2009: Confirm/remind info. fair participants
Person: committe
Activity: Make necessary contacts

Aug 3, 2009: Jump Start Program Dates are from August 3 to August 14, 2009
Person: Mary Jane Steinkamp, Sue Cobb and Jill Stuckwisch
Activity: Develop Jump Start Kindergarten Program

Aug 12, 2009: Get tables set up for Back to School Celebration
Person: Janitors/Mr. McCool
Activity: Prepare building for event

Aug 12, 2009: Hang posters for Back to School Celebration
Person: Tina McClure / Rob Reynolds
Activity: Prepare building for event

Aug 13, 2009: Get water and bring in cooler for volunteers
Person: Elly Wischmeier
Activity: Prepare building for event

Sep 7, 2009: Send parent surveys
Person: all teachers
Activity: Collect first semester/trimester follow up data

Sep 15, 2009: Write thank you notes to all info. fair participants
Person: committee
Activity: Follow up

Sep 21, 2009: Collect/organize data
Person: Tina McClure
Activity: Collect first semester/trimester follow up data

Dec 4, 2009: Type second semester expectations parent survey
Person: All teachers
Activity: Develop materials

Dec 4, 2009: Type second semester grade level expectations
Person: All teachers working together in their grade level
Activity: Develop materials

Mar 4, 2010: Send parent surveys
Person: all teachers
Activity: Collect final semester/trimester follow up data

Mar 18, 2010: Collect/organize data
Person: Tina McClure
Activity: Collect final semester/trimester follow up data

Parent Notice - School in Improvement

- Apr 29, 2009:** Develop letter from Title One Web-Page
Person: Tom McCool
Activity: Developing and Mailing of Parent Notice
- Apr 30, 2009:** Send Letter to Title One and get approval to mail to parents
Person: Tom McCool
Activity: Developing and Mailing of Parent Notice
- May 15, 2009:** Get approval from Superintendent to mail letter
Person: Tom McCool
Activity: Developing and Mailing of Parent Notice
- Jun 5, 2009:** Copy and Mail Letters/keep documentation of mailing
Person: Judy Zabel
Activity: Developing and Mailing of Parent Notice
- Jun 19, 2009:** Keep track of letters that request a transfer
Person: Tom McCool
Activity: Developing and Mailing of Parent Notice

Peer Review for SIP

- Jun 1, 2009:** Call and talk to Mr. Shelton to arrange reviews
Person: Tom McCool
Activity: Call Freetown Elementary and set up time for "Peer Review" to be completed in June of 2009 and May o
- Jun 3, 2009:** Freetown Elementary to review this school year's plan
Person: Tom McCool
Activity: Call Freetown Elementary and set up time for "Peer Review" to be completed in June of 2009 and May o
- May 20, 2010:** Freetown Elementary to review next year's plan
Person: Tom McCool
Activity: Call Freetown Elementary and set up time for "Peer Review" to be completed in June of 2009 and May o

Reading Remediation

- , **2006:** Check to be sure we have enough volunteers helping with program
Person: Tiffany Bruce
Activity: After School Program
- , **2006:** Program takes place every Tuesday and Thursday for 4 weeks
Person: Amy Harley/Todd Brown
Activity: After School Program
- Oct 12, 2006:** Review and enter data
Person:
Activity: Collect first semester/trimester follow up data
- Apr 24, 2009:** Survey given to teachers in grades 3, 4, and 5
Person: Tiffany Bruce
Activity: Collect baseline data
- Apr 30, 2009:** Review and enter data
Person: Tiffany Bruce
Activity: Collect baseline data

- Sep 14, 2009:** Review students in grades 3, 4, and 5 who passed/didn't pass ISTEP that attended program 100% of time
Person: committee
Activity: ISTEP Review
- Oct 5, 2009:** Survey given to teachers in grades 3, 4, and 5
Person: Tiffany Bruce
Activity: Collect first semester/trimester follow up data
- Oct 6, 2009:** Revamp survey for teachers
Person: Tiffany Bruce
Activity: Data Collection
- Oct 6, 2009:** Get feedback from all teachers on incentives for them to help with program
Person: Tiffany Bruce
Activity: Teacher motivation
- Oct 10, 2009:** Send survey out to 3, 4, 5th grade teachers
Person: Tiffany Bruce
Activity: Data Collection
- Oct 12, 2009:** Meet with Mr. McCool about dates for grades 3, 4, 5 to plan for program lessons
Person: Tiffany Bruce
Activity: Planning Day
- Oct 15, 2009:** Review surveys and record data
Person: Tiffany Bruce
Activity: Data Collection
- Nov , 2009:** Set schedule of program given in advance so parents can plan needed arrangements
Person: Tiffany Bruce
Activity: Parent Awareness
- Nov , 2009:** Teachers in grades 3, 4, and 5 will send home letters explaining the program and why it is important for their child to attend
Person: Amy Hartley
Activity: Parent Awareness
- Nov , 2009:** Let teachers know how much their help is needed and what we can do to honor their time
Person: Committee
Activity: Teacher motivation
- Nov , 2009:** Provide teachers in grades 3, 4, and 5 a day to plan for the after school program. Subs will be provided
Person: Tiffany Bruce
Activity: Teacher Planning
- Nov 9, 2009:** Get with Mr. McCool and discuss what we will do for teachers who volunteer to help with program
Person: Tiffany Bruce
Activity: Teacher motivation
- Nov 10, 2009:** Send reminder to 3,4, 5th grade teacher to get list together for remediation program
Person: Tiffany Bruce
Activity: Organizing
- Nov 15, 2009:** Teachers turn in student names for after school program
Person: Tiffany Bruce
Activity: Organizing
- Nov 16, 2009:** Give goal sheet to 3, 4, 5 grade teachers on what to do
Person: Amy Hartley
Activity: Planning Day

Dec , 2009: Reminder phone calls will be made to motivate parents to sign their child up if not already
Person: Team
Activity: Parent Awareness

Dec , 2009: 3, 4, 5th grade teachers meet to plan, call parents of students to push attendance to program
Person: Amy Hartley
Activity: Planning Day

Dec 8, 2009: Attendance Sheets updated
Person: Tiffany Bruce
Activity: Organizing

Dec 8, 2009: Get sign-up sheet ready for other teachers to help with program
Person: Melanie Markel
Activity: Organizing

Dec 11, 2009: Get invitations and parent letters printed and ready
Person: Tiffany Bruce
Activity: Organizing

Dec 12, 2009: Teachers send letters and invitations home with students who are recommended for program
Person: Todd Brown
Activity: Organizing

Jan , 2010: Check to be sure we have enough volunteers helping with program
Person: Tiffany Bruce
Activity: After School Program

Jan , 2010: Program takes place every Tuesday and Thursday for 4 weeks
Person: Amy Harley/Todd Brown
Activity: After School Program

Jan 5, 2010: Hand out attendance sheet tracker to 3, 4, and 5th grade groups
Person: Tiffany Bruce
Activity: After School Program

Jan 11, 2010: Review and print student survey
Person: Tiffany Bruce
Activity: After School Program

Feb , 2010: Review student surveys
Person: committee
Activity: After School Program

Feb 5, 2010: 3, 4, 5th grade teachers highlight students who attend program 100% of time on attendance tracker and turn in to me
Person: Todd Brown
Activity: After School Program

Feb 5, 2010: Hand out student surveys to 3, 4, and 5th grade teachers
Person: Tiffany Bruce
Activity: After School Program

Feb 6, 2010: Turn in 100% attendance names to Mr. McCool for grand prize
Person: Tiffany Bruce
Activity: After School Program

Mar , 2010: Hand out student surveys to 3, 4, and 5th grade teachers
Person: Tiffany Bruce
Activity: Data Collection

Mar , 2010: Record data collected

Person: Tiffany Bruce

Activity: Data Collection

Apr 12, 2010: Survey given to teachers in grades 3, 4, and 5

Person: Tiffany Bruce

Activity: Collect final semester/trimester follow up data

Apr 21, 2010: review and enter data

Person:

Activity: Collect final semester/trimester follow up data

Safe and Disciplined Learning Environment

May 3, 2009: Share the reward and dates

Person: Rachel Johnson

Activity: Provide information with staff

May 3, 2009: Request PTO donation for rewards

Person: Rachel Johnson

Activity: Rewards and Dates

May 3, 2009: Type updated reward page and hand out to teachers

Person: Rachel Johnson

Activity: Rewards and Dates

May 21, 2009: Data check

Person: Rachel Johnson

Activity: Data check

Oct 16, 2009: Collect first nine weeks data

Person: Rachel Johnson

Activity: Collect Data

Oct 22, 2009: Celebrate first nine weeks reward

Person: Rachel Johnson

Activity: Collect Data

Jan 8, 2010: Data check

Person: Rachel Johnson

Activity: Data check

Jan 9, 2010: Collect second nine weeks data

Person: Rachel Johnson

Activity: Collect Data

Jan 15, 2010: Celebrate second nine weeks reward

Person: Rachel Johnson

Activity: Collect Data

Mar 12, 2010: Collect third nine weeks data

Person: Rachel Johnson

Activity: Collect Data

Mar 19, 2010: Celebrate third nine weeks reward

Person: Rachel Johnson

Activity: Collect Data

May 21, 2010: Collect fourth nine weeks data

Person: Rachel Johnson

Activity: Collect Data

May 21, 2010: Data check
Person: Rachel Johnson
Activity: Data check

May 28, 2010: Celebrate fourth nine weeks reward
Person: Rachel Johnson
Activity: Collect Data

Teacher Mentoring Program

May 15, 2009: Order Books from Eye on Education
Person: Tom McCool
Activity: Develop Study Groups for all Grade Levels/Meeting will take place once a month

May 28, 2009: For teachers to be prepared for the Study Groups have the teachers read the books over the summer
Person: Tom McCool
Activity: Develop Study Groups for all Grade Levels/Meeting will take place once a month

Aug 10, 2009: Develop schedule for study groups
Person: Tom McCool
Activity: Develop Study Groups for all Grade Levels/Meeting will take place once a month

Aug 17, 2009: Meet with each grade level and pass out schedule
Person: Tom McCool
Activity: Study Groups for Classroom Motivation and Classroom Instruction books

Sep 1, 2009: Meet with 1st and 2nd grade teachers on the 1st Tuesday of the month from 3:15 to 4:00 PM
Person: Tom McCool
Activity: Study Groups for Classroom Motivation and Classroom Instruction books

Sep 7, 2009: Meet with Kindergarten teachers from 3:15 to 4:00 PM on the 1st Monday of the month starting in September
Person: Tom McCool
Activity: Study Groups for Classroom Motivation and Classroom Instruction books

Sep 8, 2009: Meet with the 5th grade teachers on the 2nd Tuesday of the month from 3:15 to 4:00 PM
Person: Tom McCool
Activity: Study Groups for Classroom Motivation and Classroom Instruction books

Sep 14, 2009: Meet with 3rd and 4th grade teachers on the 2nd Monday of the month from 3:15 to 4:00 PM
Person: Tom McCool
Activity: Study Groups for Classroom Motivation and Classroom Instruction books

Oct 5, 2009: Meet with Kindergarten teachers from 3:15 to 4:00 PM on the 1st Monday of the month starting in September
Person: Tom McCool
Activity: Study Groups for Classroom Motivation and Classroom Instruction books

Oct 12, 2009: Meet with 3rd and 4th grade teachers on the 2nd Monday of the month from 3:15 to 4:00 PM
Person: Tom McCool
Activity: Study Groups for Classroom Motivation and Classroom Instruction books

Oct 13, 2009: Meet with 1st and 2nd grade teachers on the 1st Tuesday of the month from 3:15 to 4:00 PM starting in September
Person: Tom McCool
Activity: Study Groups for Classroom Motivation and Classroom Instruction books

Oct 13, 2009: Meet with the 5th grade teachers on the 2nd Tuesday of the month from 3:15 to 4:00 PM
Person: Tom McCool
Activity: Study Groups for Classroom Motivation and Classroom Instruction books

- Nov 2, 2009:** Meet with Kindergarten teachers from 3:15 to 4:00 PM on the 1st Monday of the month starting in September
Person: Tom McCool
Activity: Study Groups for Classroom Motivation and Classroom Instruction books
- Nov 9, 2009:** Meet with 3rd and 4th grade teachers on the 2nd Monday of the month from 3:15 to 4:00 PM
Person: Tom McCool
Activity: Study Groups for Classroom Motivation and Classroom Instruction books
- Nov 10, 2009:** Meet with 1st and 2nd grade teachers on the 1st Tuesday of the month from 3:15 to 4:00 PM starting in September
Person: Tom McCool
Activity: Study Groups for Classroom Motivation and Classroom Instruction books
- Nov 10, 2009:** Meet with the 5th grade teachers on the 2nd Tuesday of the month from 3:15 to 4:00 PM
Person: Tom McCool
Activity: Study Groups for Classroom Motivation and Classroom Instruction books
- Dec 7, 2009:** Meet with Kindergarten teachers from 3:15 to 4:00 PM on the 1st Monday of the month starting in September
Person: Tom McCool
Activity: Study Groups for Classroom Motivation and Classroom Instruction books
- Dec 8, 2009:** Meet with 1st and 2nd grade teachers on the 1st Tuesday of the month from 3:15 to 4:00 PM starting in September
Person: Tom McCool
Activity: Study Groups for Classroom Motivation and Classroom Instruction books
- Dec 8, 2009:** Meet with the 5th grade teachers on the 2nd Tuesday of the month from 3:15 to 4:00 PM
Person: Tom McCool
Activity: Study Groups for Classroom Motivation and Classroom Instruction books
- Dec 14, 2009:** Meet with 3rd and 4th grade teachers on the 2nd Monday of the month from 3:15 to 4:00 PM
Person: Tom McCool
Activity: Study Groups for Classroom Motivation and Classroom Instruction books
- Jan 21, 2010:** All the teachers will meet once a month for a large study group meeting to just share what they have incorporated from the book (Best Practices) in their classrooms. We will meet in the school library from 3:10 to 3:30 from January to May.
Person: Tom McCool
Activity: Study Groups to share what has worked in their classrooms and what has not worked in their classroom
- Feb 18, 2010:** All the teachers will meet once a month for a large study group meeting to just share what they have incorporated from the book (Best Practices) in their classrooms. We will meet in the school library from 3:10 to 3:30 from January to May.
Person: Tom McCool
Activity: Study Groups to share what has worked in their classrooms and what has not worked in their classroom
- Mar 18, 2010:** All the teachers will meet once a month for a large study group meeting to just share what they have incorporated from the book (Best Practices) in their classrooms. We will meet in the school library from 3:10 to 3:30 from January to May.
Person: Tom McCool
Activity: Study Groups to share what has worked in their classrooms and what has not worked in their classroom
- Apr 15, 2010:** All the teachers will meet once a month for a large study group meeting to just share what they have incorporated from the book (Best Practices) in their classrooms. We will meet in the school library from 3:10 to 3:30 from January to May.
Person: Tom McCool
Activity: Study Groups to share what has worked in their classrooms and what has not worked in their classroom
- May 20, 2010:** All the teachers will meet once a month for a large study group meeting to just share what they have incorporated from the book (Best Practices) in their classrooms. We will meet in the school library from 3:10 to 3:30 from January to May.
Person: Tom McCool

Activity: Study Groups to share what has worked in their classrooms and what has not worked in their classroom

Continuous Improvement Timeline

	First Year Schools	Second Year Schools	Third Year and Beyond Schools
Oct	<p>Session 1: <u>Getting Started</u> <i>Local Mtgs: Rationale for Change</i></p>	<p>New Steering Team Member (optional) Session 1: <u>Improvement Plan Implementation</u></p>	<p>New Steering Team Member (optional) Session 1: <u>Kick-Off / Monitoring / Mentoring</u></p>
Nov	<p><u>Session 2 Visioning</u> <u>Tech Training 1</u> (two people per school) <i>Local Mtgs: Visioning</i></p>	<p><u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i></p>	<p><u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i></p>
Dec	<p>Session 3: <u>Achievement Data Analysis</u> <i>Local Mtgs: Achievement Data Targets</i></p>		<p>Session 2: <u>SIP Evaluation & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i></p>
Jan	<p>Session 4: <u>Areas of Concern & Research Assignments</u> <i>Local Mtgs: Areas of Concern</i></p>	<p>Session 2: <u>SIP Review & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i></p>	
	<p>Session 5:</p>		
Feb 3	<p>Session 6: <u>InSAI Conference on Learning</u> <i>Strategy Research Group Meetings: Local Mtgs – Strategy Selection</i></p>	<p><u>InSAI Conference on Learning</u> (optional)</p>	<p><u>InSAI Conference on Learning</u> (optional)</p>
Feb / Mar	<p>Session 7: (strategy chairs only) <u>Strategy Plans</u> <u>Tech Training 2</u> (two people per school) <i>Strategy Task Force Mtg – Strategy Plans</i></p>	<p>Session 3 (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i></p>	<p>Session 3: (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i></p>
Apr	<p><i>1st Fri. in April: All submissions due online</i></p>	<p><i>1st Fri. in April: All submissions due online</i></p>	<p><i>1st Fri. in April: All submissions due online</i></p>
	<p>Session 7: <u>Strategy Plan Review:</u> One hour individual appointment</p>	<p>Session 4: <u>Strategy Plan Review:</u> One hour individual appointment</p>	<p>Session 4: <u>Strategy Plan Review:</u> One hour individual appointment</p>
May	<p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p>	<p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p>	<p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p>